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Abstract

This final report of the Gecrgia Occupaticnal Research and Develcpment Cccrdinating Unit covers the pericd June 1966 through August 1969. The unit has been concerned primarily with the cocrdination of all occupaticnal research and develcpment that has been done, or is being dcne, by private and public agencies in the state and elsewhere fcr the benefit of those responsible for planning and cperating prcgrams cf vocaticnal-technical educaticn geared tc current and future needs cf Georgia citizens and emplcyers. The repcrt discusses the fcllowing subjects: objectives, rationale, staff and organizaticnal structure, facilities, major activities and acccmplishments (curriculum, guidance, planning and develcpment, research, evaluation and training, and special needs), prcblems enccuntered relative to planning, research, and special needs, and conclusicns and reccmmendaticns. (CH)

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FINAL REPORT
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GEORGIA OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT

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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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Final Report

Project No. 6-2731
Grant No. OE-2-6-062731-2075

GEORGIA OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT

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SEPTEMBER 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CONTENTS

CONTENTS - iii
FIGURES - iv
FOREWORD - v

INTRODUCTION - 1

Significance of Objectives of GORDCU - - - - - - - - - - - - - - - - 1

Rationale for Approach Used by GORDCU - - - - - - - - - - - - - - 2

Staff and Organizational Structure - - - - - - - - - - - - - - - - - - 2

Facilities - 3

METHODS AND FINDINGS: MAJOR ACTIVITIES AND ACCOMPLISHMENTS - 5

Curriculum - 5

Guidance - 6

Planning and Development - 10

Research, Evaluation and Training - - - - - - - - - - - - - - - - - - 14

Special Needs - 17

PROBLEMS ENCOUNTERED- 19

Planning - 19

Research - 19

Special Needs - 20

CONCLUSIONS AND RECOMMENDATIONS - - - - - - - - - - - - - - - - 21

Conclusions - 21

Recommendations - 21

FIGURES

Staff Organization of GORDCU in Georgia Department of Education - 4

FOREWORD

An Occupational Research and Development Coordinating Unit was set up in the Leadership Services Section, Division of Vocational Education, Georgia Department of Education, with a grant from the U. S. Department of Health, Education and Welfare. The grant was for the period of June 1966 through August 1968.

The ORDCU was integrated into the work of the Leadership Services Section. The staff included a project director and four other staff members located in the Georgia Department of Education along with an assistant project director and six research assistants (graduate students) located at the University of Georgia.

Thirty-seven projects were conducted by the unit. In addition, 11 projects were stimulated, 12 proposals were stimulated and 9 reports or proposals were disseminated.

Incorporating the unit into the Division of Vocational Education avoided many problems which could have arisen. The unit was successful in improving and extending vocational education in the state.

Chapter I

INTRODUCTION

The Georgia Occupational Research and Development Coordinating Unit was established in June of 1966. The grant period was extended through August of 1969.

Significance of Objectives of GORDCU

The objectives clarified and adopted during the operation of this project are

1. to identify, from a state level perspective, issues or problems related to needs for improving or extending occupational education to all who need it;

2. to conduct occupational research and development projects on major vocational education issues and problems in Georgia for the purposes of creating change or needed additions to existing vocational education programs;

3. to stimulate, encourage and assist occupational education research and development activities in local school districts, colleges and universities and non-profit organizations;

4. to disseminate information on progress and results of occupational research to greater insure its implementation;

5. to act as a clearing house and compiler for certain federal statistical and narrative reports and other statistical data which reflect on the quality and quantity of vocational programs within the state; and

6. to stimulate activities, including pre-service and in-service training, which result in increased interest and improved competence in research.

In seeking to reach these objectives the Georgia ORDCU became the one unit in the state concerned primarily with the coordination of all occupational research and development that has been done, or is being done, by public and private agencies in the state and elsewhere for the benefit of those responsible for planning and operating programs of vocational-technical education geared to current and future needs of Georgia citizens and employers. Prior to the establishment of the GORDCU there were many public and private agencies in the state that were engaged in various kinds of research and developmental projects related to the state's manpower resources and needs; however, none of these agencies was directly

concerned with drawing together different research findings having implications for occupational education in every field and level of vocational education and for all types of persons. More importantly, no state level agency systematically identified issues or problems related to improving and extending vocational-technical education. The significance of having an agency with this purpose as its main objective is obvious. Only as problems are identified can they be solved.

The objectives listed above all relate to focusing research and development efforts toward reaching solutions to problems hindering the improvement and expansion of vocational education. Taken together, these objectives imply a complex of functions which constitute one major method for giving vocational programs the capability of achieving their objectives under changing conditions of the population and economy.

Rationale for Approach Used by Georgia ORDCU

The major approach, or strategy, used by the GORDCU in achieving its objectives was that of integrating all of its activities into the operational structure of the Georgia Division of Vocational Education. The GORDCU did not seek to develop a separate identity. In fact, most of its activities were associated in the minds of vocational educators in the state with the Leadership Services Section of the Division of Vocational Education. This approach had many advantages.

Staff members of the GORDCU considered themselves part of the vocational education program in the state. This attitude on their part led to quick acceptance of the unit by vocational education supervisors.

Staff members of the GORDCU were in immediate, informal contact with vocational education supervisors daily. These contacts were invaluable in maintaining relevance and in developing sensitivity to the issues related to improving and extending vocational education programs.

Staff members of the GORDCU were immediately available for work on urgent problems almost as the problems emerged.

Staff and Organizational Structure

The Georgia Occupational Research and Development Coordinating Unit was administered by the State Board for Vocational Education through its executive officer, the State Superintendent of Schools. The University of Georgia cooperated in the work of the GORDCU.

The Director of the GORDCU was the Associate Director for Leadership Services of the Division of Vocational Education. The Assistant Director was Head of the Department of Vocational Education at the University of Georgia.

Research assistants who were graduate students at the University of Georgia were supervised by the Assistant Director. Project personnel who were staff members of the Division of Vocational Education were supervised by the Project Director. Figure 1 shows the staff organization within the Georgia Department of Education.

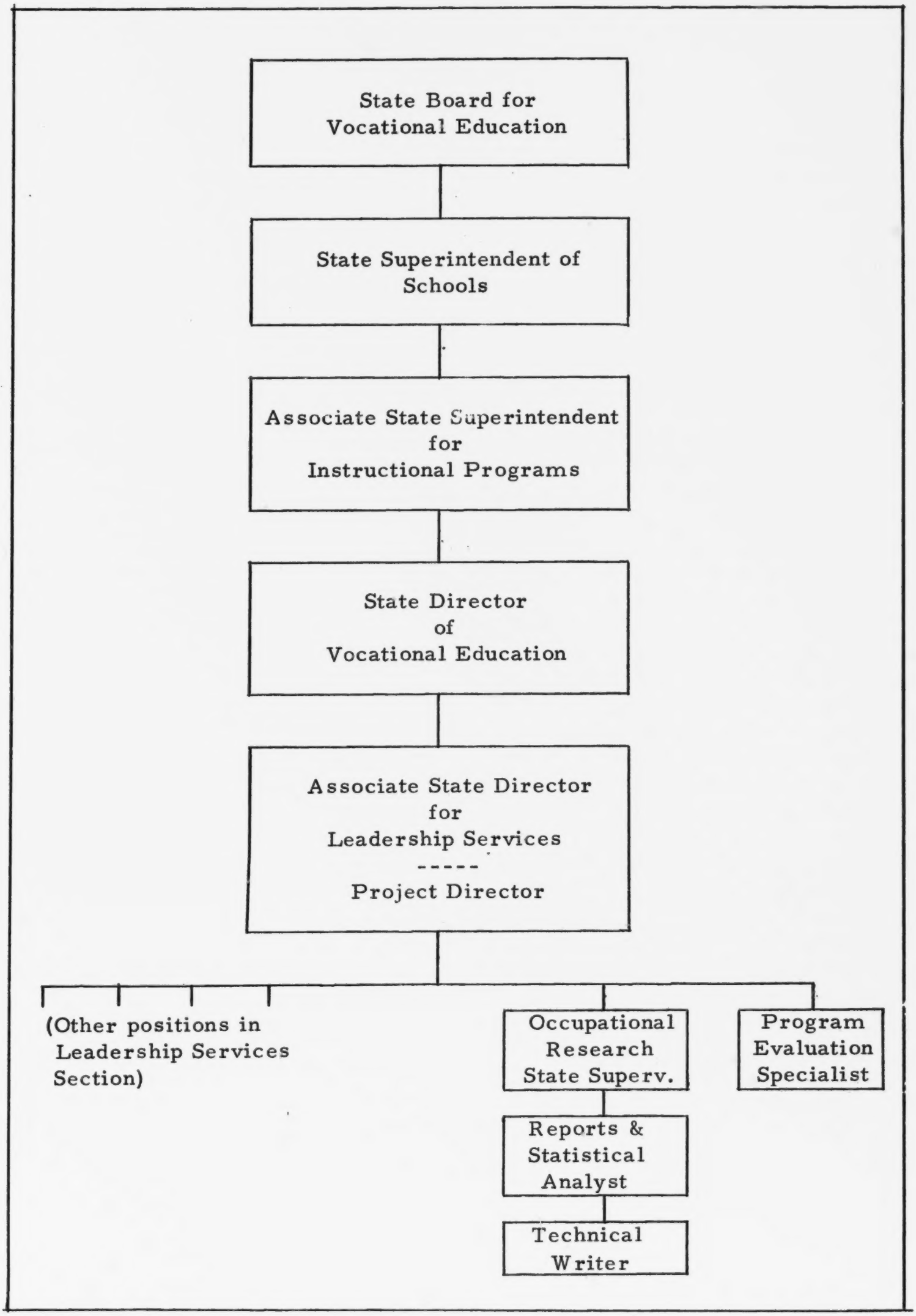
The Project Director and the Assistant Director both held doctorates in Education and were experienced vocational educators. All other full-time staff members held at least masters degrees in areas related to their assigned duties.

Facilities

The GORDCU staff was housed in the Georgia Division of Vocational Education in the State Office Building except for the Assistant Director and graduate research assistants who were at the University of Georgia. Offices and equipment were the same as customarily provided for associate directors, state supervisors and consultants in the Division of Vocational Education.

Figure 1

STAFF ORGANIZATION OF G. O. R. D. C. U. IN
GEORGIA DEPARTMENT OF EDUCATION


State Board for Vocational Education
State Superintendent of Schools
Associate State Superintendent for Instructional Programs
State Director of Vocational Education
Associate State Director for Leadership Services

Project Director
(Other positions in Leadership Services Section)
Occupational Research State Superv.
Program Evaluation Specialist
Reports & Statistical Analyst
Technical Writer

Chapter II

METHODS AND FINDINGS:

MAJOR ACTIVITIES AND ACCOMPLISHMENTS

This chapter is an annotated listing of projects conducted by the GORDCU, projects stimulated, proposals stimulated and reports or proposals disseminated. The chapter is divided into five main sections: curriculum, guidance, planning and development, research, evaluation, and training and special needs. Names of the project director and assistants are given following the title of each project.

Curriculum

Two developmental curriculum projects were conducted by the GORDCU. Results were disseminated to instructors in Georgia.

*Trade and Industry Curriculum Development Project—Dr. James E. Bottoms and Earl F. Williams, Division of Vocational Education, Georgia Department of Education

The GORDCU involved both the Vocational Education Division of the Georgia Department of Education and the Trade and Industry Department of the University of Georgia in a T and I Curriculum Development Project involving 70 instructor-coordinators of high school and post-high school T and I programs. Phase I was conducted during the 1967-68 school year. It consisted of an occupational analysis of all 29 trade courses in the area vocational-technical schools (post-secondary) and the area vocational high schools of Georgia.

Phase II was conducted during the 1968-69 school year. It consisted of organizing the work tasks identified in Phase I into a course of study on a quarterly basis. With the new curriculum structure, students could be enrolled each quarter and graduated with different levels of skills, thus serving more disadvantaged students by providing lower levels of instruction as well as meeting the needs of business and industry better. Core courses consisting of content common to two or more curricula were developed. Textbooks, references and visual aids were identified for each quarterly course of study.

*Technical Curriculum Revision Project—Dr. James E. Bottoms and Earl F. Williams, Division of Vocational Education, Georgia Department of Education

A pilot program was conducted in 1967 to revise the technical curricula in five area vocational-technical schools. This revision structured the technical curricula so that area schools operating on a 12-month schedule could begin technical programs during more than one quarter a year. Although each of Georgia's 23 area schools could not fully implement the revised technical curricula by August 1968, all area school directors agreed to adopt this pilot program and to implement it fully when staff becomes available. Each revised curriculum area included a detailed course outline, a list of laboratory experiments and equipment and a list of related texts and reference manuals. Copies of these revisions were printed and made available to instructors.

Guidance

Projects Conducted

*TECHDAYS—Dr. James E. Bottoms and Wally Thalleen, Division of Vocational Education, Georgia Department of Education, Spring 1967; Bob Todd and Wally Thalleen, Division of Vocational Education, Georgia Department of Education, Spring 1968, Spring 1969, Summer 1969

A project was conducted to develop a state-wide job placement program for graduates of area vocational-technical and area vocational high schools. The program was made an annual event and will be continued.

*Area Vocational-Technical School Student Characteristics Survey—Dr. James E. Bottoms and Bob Todd, Division of Vocational Education, Georgia Department of Education

A project was conducted (1) to develop an instrument to use in studying characteristics of area vocational-technical school students and (2) to develop methods for using data on student characteristics in planning and in vocational guidance. The survey was made an annual activity conducted by the State Supervisor of Vocational Guidance.

*Developing a Program of Student Personnel Services for Area Vocational-Technical Schools—Dr. James E. Bottoms and Frederick L. Otte, Division of Vocational Education, Georgia Department of Education

A project was conducted which developed and implemented seven student personnel services in Georgia's area vocational-technical schools. These services were preadmissions information, admissions, counseling, information, records, job placement and evaluation.

*Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together—Dr. James E. Bottoms and Frederick L. Otte, Division of Vocational Education, Georgia Department of Education

A three-day workshop was held to bring together area vocational-technical school student personnel specialists and high school counselors. Ways were recommended in which these two groups could cooperate in serving students interested in vocational-technical education.

*Follow-up of Area Vocational-Technical School Students—Dr. James E. Bottoms, Frederick L. Otte and Bob Todd, Division of Vocational Education, Georgia Department of Education

A project was conducted (1) to develop an instrument to use in follow-up of area vocational-technical school graduates and dropouts, (2) to develop techniques for conducting the follow-up and (3) to develop methods of using follow-up results in planning and in vocational guidance. The follow-up study was made an annual activity to be conducted by the State Supervisor of Vocational Guidance.

*Tech Board Project—Dr. James E. Bottoms and Bob Todd, Division of Vocational Education, Georgia Department of Education

A study was conducted in cooperation with College Board and Educational Testing Service to validate a new aptitude test on post-secondary vocational-technical students. Student aptitude and interest profiles were developed for use in admissions counseling in area vocational-technical schools.

*Vocational Guidance Workshop—Bob Todd, Division of Vocational Education, Georgia Department of Education

At a workshop in February 1968, plans were outlined for a summer series of meetings for student personnel specialists in Georgia's 23 area vocational-technical schools. Receiving special attention at this meeting were the areas of changes in the post-secondary business education curriculum, changes resulting from extension of the area vocational-technical school year to 12 months beginning in August 1968, and changes resulting from expansion of the area school evening program.

*Workshop for High School Counselors—Dr. James E. Bottoms, Division of Vocational Education, and Neil Gunter, Division of Special Education and Pupil Personnel Services, Georgia Department of Education

A series of workshop meetings was held during the summers of 1966, 1967, and 1968 to strengthen high school guidance programs.

*Conference on Vocational Aspects of Counselor Education—Dr. James E. Bottoms, Division of Vocational Education, and Neil Gunter, Division of Special Education and Pupil Personnel Services, Georgia Department of Education.

A conference was jointly sponsored by the Leadership Services-Guidance Section and the Guidance, Counseling and Testing Services Section on "Vocational Aspects of Counselor Education" to provide insight from Research Project 236—Developing a Program of Student Personnel Services for Area Vocational-Technical Schools—as related to the college education of counselors. This jointly sponsored project was planned for counselor educators especially but was also designed to include representatives from business and industry.

*Guidance Workshops for Manpower Counselors—Wally Thalleen, Division of Vocational Education, Georgia Department of Education

A series of four Georgia Manpower Counselor Workshops was held. Through the cooperative initiation by the Georgia ORDCU and the Georgia Manpower Training section, a proposal was developed for these workshops. The overall topic of these meetings was identified as analysis, evaluation and definition of the Manpower counselor's role and function in vocational education programs.

*High School Counselors Workshop—Dr. James E. Bottoms, Bob Todd and Wally Thalleen, Division of Vocational Education, Georgia Department of Education

A series of vocational guidance workshops was held for high school counselors to develop a series of guidance units related to vocational counseling of youth.

*Workshops for Counselors in Area High Schools—Bob Todd and Wally Thalleen, Division of Vocational Education, Georgia Department of Education

A series of workshops for counselors in area high schools was held. The purpose of these meetings was to continue working toward strengthening guidance programs in high schools offering vocational education.

*Guidance Problems in Area Vocational High Schools—Bob Todd and Wally Thalleen, Division of Vocational Education, Georgia Department of Education

A series of meetings was conducted by the State Supervisor of Vocational Guidance with counselors from area vocational high schools to identify problems associated with establishing procedures for vocational guidance in these schools.

*Guidance-Related Activities in the Pre-Technical Program—Dr. James E. Bottoms and Bob Todd, Division of Vocational Education, Georgia Department of Education

Guidance-related assistance was provided to those student personnel specialists involved in selecting, testing and placing students in the ten area vocational-technical schools offering the summer 1968 Pre-Technical Program.

*Institute to Develop Objectives and Models for a Continuous World of Work Program—Dr. James E. Bottoms, Division of Vocational Education, Georgia Department of Education, and Dr. Ray Cleere, West Georgia College

A one-week institute, with 75 participants from states east of the Mississippi River, was held in Carrollton, Georgia, during the week of August 18, 1968. This one-week meeting was a major activity in the 18-month project designed to develop objectives and models for a junior high and high school continuous program concerning the World of Work.

*Rockdale County Pre-Vocational Occupational Exploration Project—Dr. James E. Bottoms, Division of Vocational Education, Georgia Department of Education

Rockdale County High School developed a pre-vocational occupational exploration project which was initiated during the fall of 1968. A counselor was hired to teach three classes to ninth graders. Two classes were conducted for one year, while a third class was conducted for one semester. The program enrolled a majority of male students, although female students also were enrolled. The project served as a first step toward developing a program of educational and career exploration to be implemented in other schools.

*Guidance-Related Activities in the Pre-Technical Program—Dr. James E. Bottoms, Division of Vocational Education, Georgia Department of Education

Data on pre- and post-program performance of students enrolled in the pre-technical (remedial) program were collected by the GORDCU for the first two years of the program. Ten area vocational-technical schools participated in the program in 1968; five schools participated in the summer of 1967.

Projects Stimulated

*"How to Choose a Career" Educational Television Series—Dr. James E. Bottoms and Earl Williams, Division of Vocational Education, with Jim Mullings, Division of Educational Television, Georgia Department of Education, and with Dr. Ila Rooks and Dr. Richard Jones, University of Georgia

Nine 30-minute television scripts were written by the Educational Television Unit, Georgia Department of Education, at the request of the GORDCU. These scripts were written from a vocational guidance point of view and explained various work and vocational education opportunities to potential high school and post-high school vocational-technical students.

Proposals Stimulated

*Conference on Guidance-Oriented Reorganization of Industrial Arts Curriculum

A guidance-oriented conference was planned for industrial arts teachers and coordinators. The GORDUC assisted in writing the proposal and handling the correspondence for the conference.

Reports or Proposals Disseminated

*Bottoms, James E. Phase I Report, Project 236—Developing A Program of Student Personnel Services for Area Vocational-Technical Schools. Atlanta: Georgia Department of Education, 1966.

*Bottoms, James E. and Otte, Frederick L. Final Report, Project 236—Developing A Program of Student Personnel Services for Area Vocational-Technical Schools. Atlanta: Georgia Department of Education, 1968.

*Bottoms, James E. and Otte, Frederick L. Conference On Ways The Area School Student Personnel Worker and High School Counselor Can Work Together. Atlanta: Georgia Department of Education, 1966.

Planning and Development

Projects Conducted

*Georgia Vocational Education Master Plan Project—Dr. James E. Bottoms and Frederick L. Otte, Division of Vocational Education, Georgia Department of Education

A project was conducted to assess the status of vocational education in Georgia, project plans for the five years and suggest methods of implementing the plans. The project was organized around the work of eight committees. These committees were (1) Needs of Georgia Youth and Adults; (2) Ancillary Services; (3) Program and Curriculum; (4) Economic Needs of Georgia; (5) Personnel; (6) Obstacles, External Influences and Organizational Structure; (7) Urban Education; (8) Budget and Facilities.

Personnel from each of the Vocational Division's three services—Local School Programs, Area School and MDTA Programs, Leadership Services—served on the project subcommittees, along with a vocational teacher educator and a vocational educator from a local Georgia school system. Four additional persons from outside the vocational education field also served on each subcommittee, including a lay citizen, a general educator, a representative of a related field from the State Department of Education and a special consultant appointed by the other subcommittee members.

*Community Evaluation Model—Dr. James E. Bottoms and Mrs. Bonnie Bolt, Division of Vocational Education, Georgia Department of Education

A study of ten counties was made to determine vocational education needs and to refine a survey instrument which may be used to evaluate vocational programs. Surveys were made of student interest and of employer needs. Three-fourths of the students surveyed reported an interest in vocational education.

*Waycross Area Vocational High School Summer Program—Dr. James E. Bottoms, Division of Vocational Education, Georgia Department of Education

A pilot project was conducted in Waycross, Georgia, to develop vocational programs for summer school. Students earned one-half unit of Carnegie credit upon successful completion of the program. Major objectives of the program included orienting students to clusters of occupations related to courses offered and providing training for semi-skilled jobs within a specific occupation.

*Self-evaluation of area vocational-technical schools—Dr. James E. Bottoms and Marion Scott, Division of Vocational Education, Georgia Department of Education

A pilot program was conducted to develop self-evaluation materials for post-secondary area vocational-technical schools. Six schools participated. A set of procedures and instruments resulted.

*Pre-technical Programs for Georgia's Area Vocational-Technical Schools—Dr. James E. Bottoms, Division of Vocational Education, Georgia Department of Education

A project was conducted to develop summer pre-technical programs for area vocational-technical applicants needing remedial work. The programs were then accepted as regular summer programs in many vocational and technical schools. One of the most significant peripheral developments resulting from the Pre-Technical Pilot Program was the completion of a communications skills course outline which was adopted by many of Georgia's area vocational-technical schools.

Projects Stimulated

*A Recruitment Program for Prospective Distributive Education Teacher-Coordinators—H. R. Cheshire and Karen Belding, University of Georgia

A project was conducted to develop an informational and promotional program to recruit distributive education teachers to meet the growing need in Georgia and surrounding states.

*Master Plan for Vocational Education in Atlanta Public Schools—John Standridge, Atlanta Public Schools

A project was conducted to develop direction for vocational education in Atlanta for the next five years.

*Survey of Vocational Needs for Ninth Congressional District of Georgia—Berk Ruiz, Ninth District Educational Services Center

As part of a Title III shared services project in the Ninth Congressional District, one person is working full time surveying needs for vocational education.

Other Proposals Written and Stimulated

*Criteria and Guidelines for Determining the Approach of a Local Director of Vocational and Technical Education for Reimbursement Purposes—Dr. James E. Bottoms, Division of Vocational Education, Georgia Department of Education

*Development of Tool Technology as a New Approach to the Elementary School Curriculum—Dr. Donald D. Agnew, Southern Association of Colleges and Schools, Atlanta, Georgia

*Proposal for Implementing Pre-vocational Orientation Programs on a Pilot Basis in Area Comprehensive High Schools—Dr. James E. Bottoms and Bod Todd, Division of Vocational Education, Georgia Department of Education

*Forsyth County Project in Special Needs—A Pilot Project—Dr. James E. Bottoms, Kenneth R. Reynolds and John Loomis, Georgia Department of Education

*Maximizing Vocational Resources in Secondary Schools

A proposal was written in cooperation with the North Carolina Research Center to improve vocational resources in high schools.

*Pilot Co-op Program for Special Needs Students in Georgia's Area Vocational-Technical Schools—Dr. James E. Bottoms and Kenneth R. Reynolds, Division of Vocational Education, Georgia Department of Education

*Proposal for Manpower Research Center—Dr. James E. Bottoms, Division of Vocational Education, Georgia Department of Education

*Proposal for Inner City Atlanta Skill Center—Dr. James E. Bottoms, Division of Vocational Education, Georgia Department of Education

*Proposal for Human Resource Center—Dr. James E. Bottoms, Division of Vocational Education, Georgia Department of Education

Reports or Proposals Disseminated

*Atlanta's Role in Educational Systems for the 70's—Dr. James D. Knuckles, Atlanta Public Schools, Atlanta, Georgia

A nationwide project, in which Atlanta is one of 15 participants, is attempting to restructure the present school system to permit the integration of academic training, occupational preparation and personal development in grades 8-12.

*Formulation of Models for Preparing Occupational Materials for Pupils from Various Socio-Economic Levels in Grades Three through Eight—Dr. Helen Cook, Atlanta Public Schools

A project is being conducted to disseminate personal and vocational information to pupils in an attempt to motivate them to remain in school until they have received their vocational training.

Research, Evaluation and Training

Projects Conducted

*Research Problems in Vocational Education—Dr. James E. Bottoms, Division of Vocational Education, Georgia Department of Education

A publication was prepared for graduate students and other researchers, identifying existing problems in vocational education.

*Evaluation of Home Economics Programs in Terms of the Effectiveness of Full-Time Homemakers and Homemakers Who Are Also Full-Time Employees—Dr. Aleene A. Cross, University of Georgia, with Mary J. Combs, Georgia Occupational Research and Development Coordinating Unit

*A Survey of Georgia Vocational Teachers—Dr. George O'Kelley and George Rhodes, Georgia Occupational Research and Development Coordinating Unit

Dr. George L. O'Kelley, Assistant GORDCU Director, surveyed 3,600 Georgia vocational teachers in June 1968. Response was received from 2,100 teachers, including 600 teachers in Georgia's area vocational schools. The College of Education, University of Georgia, and the data processing department of the Athens Area Technical School assisted in tabulation of the data. Teacher characteristics and backgrounds were studied.

*Evaluation of Georgia Local Level Distributive Education—E. Gordon Jones, Georgia Occupational Research and Development Coorinating Unit

*Evaluation of Georgia Off-farm Agricultural Occupation Programs—Curtis Corbin, Georgia Occupational Research and Development Coordinating Unit

*Student Evaluation of Home Economics Programs in Secondary Schools in Georgia—Margaret Coker, Georgia Occupational Research and Development Coordinating Unit

*Personal Characteristics Influencing the Hiring, Promotion and Discharge of Women in Selected Groups of Occupations in Clarke County, Georgia—Mary Jane Combs, Georgia Occupational Research and Development Coordinating Unit

*Two-day conference for vocational-agriculture teachers participating in the University of Georgia's off-farm agricultural occupations cooperative program for high school students—Curtis Corbin, Georgia Occupational Research and Development Coordinating Unit

This conference involved evaluation of curriculum, teaching materials, scheduling of classes, student placement, training center activities and student progress in training centers. In addition, Mr. Corbin made follow-up visits to the teachers who requested such visits.

*Developing and Implementing a Teacher Requirement Program for the Distributive Education Teacher Education Department of the University of Georgia—Karen Belding, Georgia Occupational Research and Development Coordinating Unit

*The Development of Achievement Measures for Trade and Technical Education

In cooperation with North Carolina State University, the Georgia ORDCU participated in Dr. Thomas S. Baldwin's Achievement Measures Project for Trade and Technical Education.

The Georgia ORDCU coordinated plans for 445 students in ten of the state's area vocational-technical schools to be tested as part of a norming sample for Dr. Baldwin's study. Students in seven instructional areas of both trade and technical education were included in the testing program which had as its purpose the development of an effective instrument for measuring achievement in vocational education.

Projects Stimulated

*Teacher Education for Teachers of Semi-Skilled Occupations (Teachers of Students with Special Needs)—Dr. William H. Armstrong, Head of Trade and Industrial Education, University of Georgia

A special pre-service and in-service teacher education program for teachers of semi-skilled occupational training in area vocational-technical schools or vocational high schools was conducted. Curriculum guides and supporting instructional materials in five selected occupational areas were developed. The program was directed toward training teachers of students with special needs—students not now being served by vocational schools.

*Descriptive Study of Family Life Education Programs in Georgia Public Schools—Dr. Aleene A. Cross, University of Georgia

*The Promotability of Area Vocational-Technical Graduates—Dr. George W. Rimler, Georgia State College, Atlanta, Georgia

*Employer Follow-up of Graduates of Atlanta Area Technical School—Jerry Sullivan, Atlanta Area Technical School

A study was made of traits desired by employers and of employer ratings of traits observed in graduates of Atlanta Area Technical School.

*Employer Follow-up of Graduates of South Georgia Technical and Vocational School—James Spradlin, South Georgia Technical and Vocational School

*The First Nationwide Vocational and Technical Education Public Information Institute—Dr. Dozier C. Cade and Harold E. Davis, Georgia State College, Atlanta, Georgia

A workshop was conducted to train persons responsible for vocational education public information in the basic principles of communications and in working with public news media.

*N.D.E.A. Institute: Manufacturing, Georgia Southern College

An institute was held to strengthen the insight of 25 participants concerning the content involved in the study of industry and of its technology and concerning methods and techniques to relate this emerging content to classroom activities.

Proposals Stimulated

*Proposal for Training of Instructors of Business Data Processing Technology for Georgia Post-Secondary Vocational-Technical Schools—Dr. Calfrey C. Calhoun, Professor and Chairman, Business Education Department, University of Georgia

A proposal was submitted for a two-year study to train data processing technology instructors for Georgia's post-secondary vocational-technical schools. Funds in the total of $604,706 were requested. Training program activities of the project were aimed directly toward helping participants become proficient in data processing and computer technology while increasing their skills and understandings in teaching vocational subject matter.

*Proposals for an Institute on Advanced Study in Industrial Arts and Career Development—Dr. Donald F. Hackett, Professor and Chairman, Industrial Technology Division, Georgia Southern College at Statesboro

A proposal was submitted to the U. S. Office of Education to develop an institute on advanced study in Industrial Arts and Career Development. The Georgia ORDCU assisted in developing this proposal. The proposal cited a period of five years, from April 1, 1969, to May 30, 1974, as the duration of the project. The major purpose of the project was listed as being to "develop those competences, understandings, and techniques needed by the industrial arts teacher and the counselor so they may cooperatively maximize the use of the experiences provided in the Industrial Arts Middle Grades Curriculum to develop the pupil's understanding of self-abilities, values, aspirations as these relate to different types of work."

Reports or Proposals Disseminated

*List of USOE summer institutes, 1966, 1967, and 1968, Georgia ORDCU

The list was distributed to vocational teachers, supervisors and administrators in Fall 1966, Spring 1967, Spring 1968.

*Descriptive Data on Vocational Education in Georgia, 1965-66—Dr. James E. Bottoms, Division of Vocational Education, Georgia Department of Education, Summer 1966

The data was distributed to members of Georgia General Assembly, Fall 1966.

*A proposal for a Study of Nursing Education in Georgia—Dr. Ed Martin, Georgia Educational Improvement Council, Atlanta, Georgia

A study was proposed of the status of nursing education in Georgia in the areas of employed personnel, students, teachers, facilities, needs and recruitment policies.

*Atlanta Human Resources Survey—Georgia Department of Labor, 1966

The report was distributed to state supervisors and to metropolitan Atlanta area vocational-technical school directors, Fall 1966.

Special Needs

Three major special needs projects were conducted.

*Learning, Earning Education Program (L.E.E.P.)—Dr. James E. Bottoms and Kenneth R. Reynolds, Division of Vocational Education, Georgia Department of Education

A program was developed for area vocational-technical schools to serve unemployed, disadvantaged youth. Students were enrolled for three months during which time they were exposed to basic education, occupational exploratory experiences and training in employer expectations for personal social behavior before being placed on a job under the close supervision of the L.E.E.P. Coordinator.

*Forsyth Plan—Dr. James E. Bottoms and Kenneth R. Reynolds, Division of Vocational Education, Georgia Department of Education

Forsyth County High School in Cumming, Georgia, was the site of a pilot study for students with Special Needs. Beginning in August 1968, students of upper elementary and high school age were enrolled in a modified "Richmond Plan" approach. Boys in the program studied in an industrial arts centered curriculum while girls in the program studied in a foods service centered curriculum. The English (communications skills), mathematics and science programs for these students were directly related to their work in industrial arts and foods service. A total of 30 boys and 15 girls participated in the one year programs, with two classes of boys and one class of girls. This project, "The Forsyth County Project in Special Needs—A Pilot Program," involved each student for two hours a day in work on the school campus related to some aspect of his vocational education Special Needs training. Each student also spent one hour a day with the project counselor. During the hour, the counselor provided job information and insights on an individualized basis related to each student's Special Needs.

*Work study program—Dr. James E. Bottoms and Kenneth R. Reynolds, Division of Vocational Education, Georgia Department of Education

A work-study program was developed in area vocational-technical schools to assist students who needed money to remain in school. A special summer program was conducted in several high schools; over 500 students were employed full time for ten weeks.

Chapter III

PROBLEMS ENCOUNTERED

Few significant problems were encountered by the Georgia ORDCU, probably because it was integrated into the Leadership Services Section of the Division of Vocational Education, Georgia Department of Education. Consequently, lines of communication and responsibility were already established which minimized conflicts with existing programs; priorities and problems were generally well enough identified to prevent floundering in search of a direction.

Such problems as were encountered fall under the headings of Planning, Research and Special Needs.

Planning

Two problems were faced in planning efforts—lack of data and lack of time. Hard, accurate data are generally not available either to measure and determine the status of vocational education or to assess the needs for vocational education. The data gap, of course, was recognized by congress in setting aside funds to be used by the Labor Department in the provisions of the Vocational Education Amendments of 1968. The lack of such data constituted a problem for the Master Plan project; it was particularly difficult to find meaningful information on which to base planning for programs in the area vocational high schools, especially in the area of the Community Evaluation Model.

Another problem highlighted in the Master Plan project was the lack of time for planning in the schedules of vocational education supervisors in the Division of Vocational Education. The project was conducted by committees in order to involve those who would have to implement the recommendations. Yet, working committees moved very slowly because participants did not have released time for the extra work.

Research

The same lack of data presented a problem in preparing federal and state reports. Furthermore, when data were available, they generally were not comparable over a period of several years. Thus, conclusions about the status of vocational education must be very general.

The data problems encountered support the need for a university-based research center which is devoted to gathering information on needs for

vocational education among various subpopulations in the state and on needs for various types of employees in business and industry.

The lack of data also supported the need for basing state and federal reports on a clearly defined planning model which includes a system of evaluating vocational programs.

Special Needs

One pilot, special needs program—the Learning, Earning Education Program (L. E. E. P.)—encountered problems which may be typical of those faced by new types of programs. The problems included

1. determination of qualifications for the teacher coordinator;

2. locating appropriate materials;

3. developing guidelines for the program;

4. keeping within the framework of the original proposal; and

5. recruiting students.

The original qualification for employing an instructor in L. E. E. P. was an individual who would qualify as a counselor, had experience in an industrial setting and experience as a teacher. Later, a distributive education coordinator was determined to be an acceptable alternative to the original choice.

Problems were also encountered in the Work Study Program. The biggest one was not knowing what funds would be appropriated until late in the fiscal year. This problem of delayed funding in the Work Study Program resulted in a low program enrollment. For example, during fiscal year 1968 only about 200 students were supported in this program and these were accepted only toward the end of the third quarter as funds became available.

Under these conditions, other problems were created for the Work Study Program including

1. locating students;

2. keeping students on the job; and

3. processing pay records.

Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. The work of the Georgia Occupational Research and Development Coordinating Unit has been successful.

2. Incorporating the unit into the Georgia Department of Education was an effective way of improving and extending vocational education programs.

Recommendations

1. The functions served by the GORDCU should become a permanent part of the Leadership Services Section, Division of Vocational Education, Georgia Department of Education.

2. The Division of Vocational Education should develop a long-range, statewide planning and evaluation model; state reports on vocational education should be designed in accord with the model.